2019–2020 School Accountability Report Card

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School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of

improvement.

Ms. Betti Colucci, Principal

- Principal, Bright Futures Academy, Riverside

About Our School

Bright Futures Academy's mission is to provide a safe, personalized, and data-driven learning environment for special needs students, empowering them to develop positive social skills and independent living skills necessary to transition into a less restrictive educational setting or into adulthood after completing high school.

Certified by the California Department of Education as a non-public school, Bright Futures Academy employs a variety of personnel to oversee and implement educational and behavioral programs in conjunction with local school districts, students, their families, as well as other social service agencies. Bright Futures Academy places emphasis on a multidisciplinary approach and on-going collaborative case management, based on analysis of academic and behavioral data, and outcome measures.

Bright Futures Academy, Riverside opened on July 1, 2012. Bright Futures Academy, Riverside is a Non-Public Special Education School providing educational services to students identified with Autism, Intellectual Disabilities, Deaf/Blind, Deaf, Hard of Hearing, Hearing Impaired, Multiple Disabilities, Emotional Disturbance, Visual Impairments, Other Health Impairments, and Specific Learning Disabilities. Bright Futures Academy provides an individualized education program that includes high quality academic, social skills, therapeutic and transition education services to students with a variety of disabilities. Bright Futures Academy is a community-based day school serving students in grades K through 12, as well as young adults up to 22 years of age.

Contact

Bright Futures Academy, Riverside
9994 County Farm Rd.
Riverside, CA 92503-3518

Phone: 951-785-0504
Email: b.colucci@brightfuturesnps.com

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Alvord Unified
Phone Number	(951) 509-5000
Superintendent	Allan Mucerino
Email Address	superintendent@alvordschools.org
Website	http://www.alvord.k12.ca.us

School Contact Information (School Year 2020–2021)	
School Name	Bright Futures Academy, Riverside
Street	9994 County Farm Rd.
City, State, Zip	Riverside, Ca, 92503-3518
Phone Number	951-785-0504
Principal	Ms. Betti Colucci, Principal

Last updated: 2/2/2021

School Description and Mission Statement (School Year 2020–2021)

Mission: Bright Futures Academy's mission is to provide a safe, personalized, and data-driven learning environment for special needs students, empowering them to develop positive social skills and independent living skills necessary to transition into a less restrictive educational setting or into adulthood after completing high school.

Certified by the California Department of Education as a non-public school, Bright Futures Academy employs a variety of personnel to oversee and implement educational and behavioral programs in conjunction with local school districts, students, their families, as well as other social service agencies. Bright Futures Academy places emphasis on a multidisciplinary approach and on-going collaborative case management, based on analysis of academic and behavioral data, and outcome measures.

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The school offers a full array of clinical support services such as Speech Therapy, Occupational Therapy, & Counseling. Individualized behavior/educational intervention services are monitored by a Board-Certified Behavior Analysts (BCBA). The Education Coordinator supervises the classrooms & assists the BCBA with development of the function-based behavior plans. In order to provide our students with positive learning environments where skill acquisition is quick and effective, we utilize data driven and research-based curricula and strategies to teach academics, language development, functional skills, independent living skills, socialization and play skills, and transitions. Our curriculum is aligned with Alvord Unified School District. In addition, we utilize the Student Annual Needs Determination Inventory (SANDI) as an annual assessment of all present levels of performance areas addressed on an Individualized Education Plan. Subtests include Reading, Writing, Communication, Math, Science, Fine and Gross Motor, Vocational/Transition, and Adaptive Daily Living Skills. The SANDI quickly determines student need areas. The SANDI also clearly aligns to California State Standards, ensuring access to standards-based instruction delivered using research based best practice. We also utilize the principles of Applied Behavior Analysis (ABA), which is a treatment approach with empirical data & a body of scientific literature to support its effectiveness in teaching new skills. We have adopted many different teaching methods based on the principles of ABA, including task analysis, discrete trials, & incidental teaching.

All our students have individualized programs and supports based off academic and behavioral assessments in order to assist in helping students reach their full potential and reach their IEP goals. Students working closer to grade level participate in lessons, tasks and activities geared towards Common Core State Standards and a high school diploma. Others may participate in modified academic programs that allow them to develop functional life skills in order to eventually earn a Certificate of Completion. Students with more severe disabilities and cognitive impairments receive learning opportunities in the areas of communication, leisure, academics, social and daily living skills. Bright Futures Academy has adopted Positive Behavioral Intervention Systems (PBIS) and CHAMPS as our model for classroom management. While maintaining a low student-to-staff ratio, Bright Futures Academy can assist students in reaching the highest level of success and independence. Once successfully completing the program, students are transitioned back to the public school.

Last updated: 2/1/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Grade 1	1
Grade 2	1
Grade 3	2

Grade Level	Number of Students
Grade 4	3
Grade 5	3
Grade 6	6
Grade 7	7
Grade 8	8
Grade 9	12
Grade 10	15
Grade 11	13
Grade 12	8
Ungraded Secondary	26
Total Enrollment	105
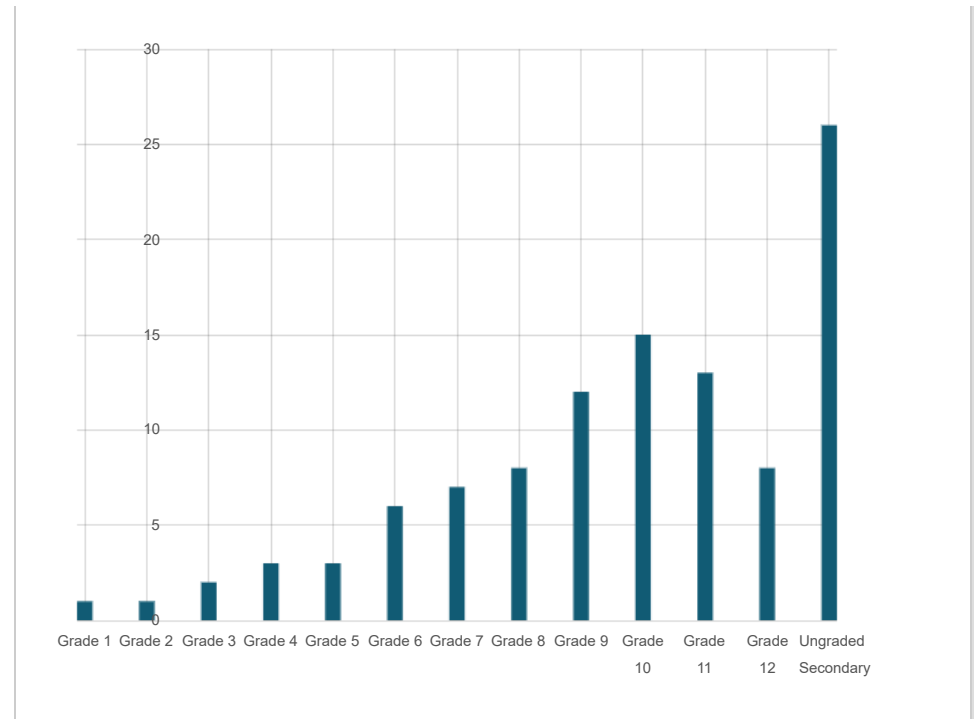
Last updated: 2/2/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	27.45 %
American Indian or Alaska Native	1.96 %
Asian	0.98 %
Filipino	0.98 %
Hispanic or Latino	41.18 %
Native Hawaiian or Pacific Islander	0.00 %
White	25.49 %
Two or More Races	0.00 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	%
English Learners	%

| Student Group (Other)	Percent of Total Enrollment
Students with Disabilities	100.00 %
Foster Youth	%
Homeless	%

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	7	10	10	10
Without Full Credential	5	2	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
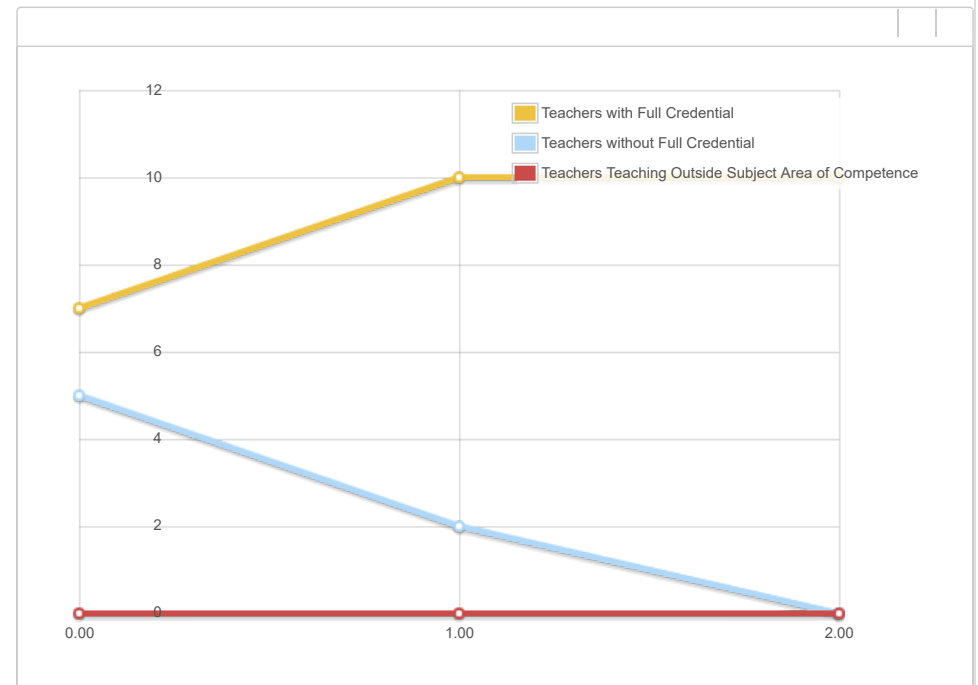
Last updated: 2/2/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0

Indicator	2018–2019	2019–2020	2020–2021
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
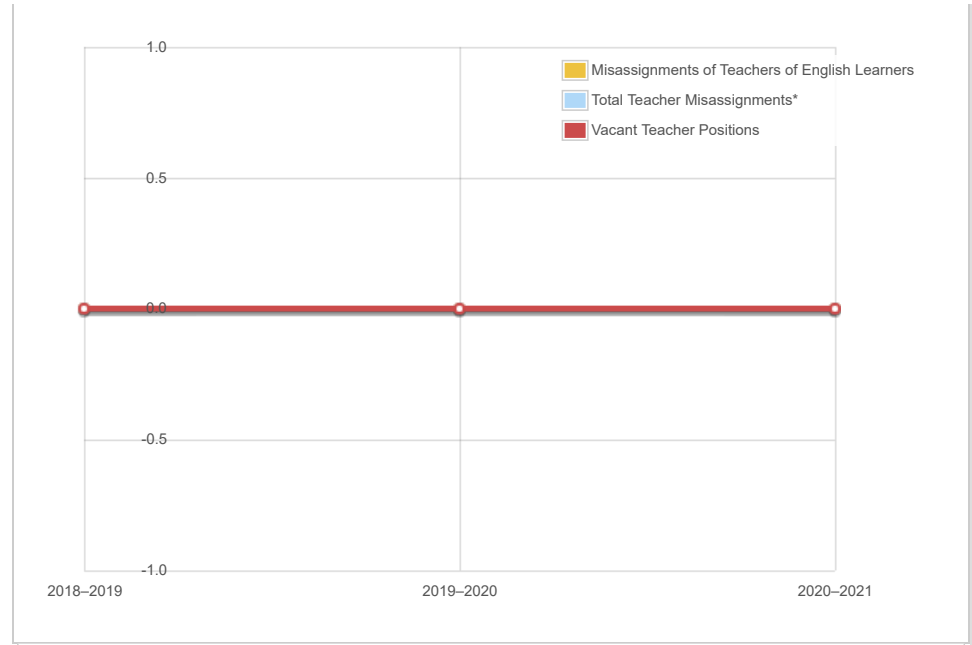
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/2/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2002 McDougal Littell, The Language of Literature; 2012 McGraw Hill, College Writing Skills with Readings; 2016 Scott Foresman, Literature: An Introduction to Fiction, Poetry & Drama; English Language Development: 2002 Hampton Brown, High Point	Yes	0.00 %
Mathematics	2008 Glencoe/McGraw-Hill, Mathematics with Business Applications; 2008 McDougal Littell, Algebra 1; 2008 McDougal Littell, Algebra 2; 2008 McDougal Littell, Geometry; 2008 Pearson Prentice Hall, PreCalculus; 2008 Thomson, Trigonometry.	Yes	0.00 %
Science	2007 Glencoe, Glencoe Physics 2007 Glencoe/McGraw-Hill, Chemistry Matter and Change 2007 Holt, Earth Science 2007 ITP, Intro to Marine Biology 2007 McDougal Littell, Biology 2007 Pearson, Chemistry: The Central Science 2007 Pearson, Environment: The Science Behind the Stories 2007 Pearson, Physics: Principles with Applications 2007 Pearson Prentice Hall, Biology, AP Edition 2007 Pearson Prentice Hall, Essentials of Human Anatomy & Physiology	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	2006 Freeman, Psychology 2005 Glencoe/McGraw-Hill, Economics: Principles and Practices 2006 Holt, Holt Sociology 2006 Holt, Rinehart and Winston, World Geography Today 2006 Houghton Mifflin, American Government: Institutions & Policies 2003 Houghton Mifflin, History of Western Society: Since 1300 2006 McGraw Hill, Economics 2005 McGraw Hill, History of the Modern World 2006 Pearson Prentice Hall, Magruder's American Government 2006 Pearson Prentice Hall, United States History - The Modern America 2006 Pearson Prentice Hall, World History: The Modern World Pearson, O'Conner: American Government: Roots & Reform 2006 Thomson, Introduction to Psychology	Yes	0.00 %
Foreign Language	Courseware (PLATO)	Yes	0.00 %
Health	2005 Glencoe, Glencoe Health	Yes	0.00 %
Visual and Performing Arts	Courseware (PLATO)	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 2/2/2021

School Facility Conditions and Planned Improvements

Bright Futures Academy-Riverside has 12 large self- contained classrooms, one cafeteria, a large training building and two office buildings. The school resides on two acres with a large recreation area and playground structure. Needed maintenance is completed by a full-time maintenance person and contractual landscaping, janitorial, and maintenance businesses. The cafeteria is inspected every 6 months by the County Health Department an annual Safety Operations Inspection is conducted by the BFA Insurance Carrier, and the grounds and classrooms are inspected annually by the local fire department. Bright Futures Academy, Riverside offers traditional and non-traditional classroom environments. Some of them are specifically designed to instruct independent living skills in spacious single-story structures. These classrooms offer small kitchens, laundry facilities, dining area, and individual/group learning stations in which students rotate throughout the instructional day. The campus is located on seven acres and provides a recreational field which includes full basketball courts and a large play structure. The entire perimeter of the campus is fenced to ensure safety.

The Campus Site Team meets weekly and has as a standing agenda item maintenance needs of the campus. The team revises the Emergency Disaster Plans and IIPP plans on an annual basis with input from the staff. The behavior team holds a monthly meeting to review student/staff incident reports and trends, self-inspection reports, and all recommendations submitted by outside agencies (insurance carrier, fire department, Cal-OSHA, etc.). Fire drills are performed monthly, earthquake drills are executed quarterly, and van/bus evacuation drills are facilitated once each semester. Inadequacies are identified and corrected immediately.

A fire inspection is completed and maintained in accordance with the law. Regular maintenance is conducted at regular intervals to maintain a working building that is in good condition.

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).

Last updated: 2/2/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected

- The overall rating

Year and month of the most recent FIT report: March 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: March 2020

Overall Rating	Good

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	--	N/A	--	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	--	N/A	--	N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 2/2/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 2/2/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 2/2/2021

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)		N/A		N/A		N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 2/2/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 2/2/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

Community-based instruction (CBI) forms the cornerstone of the curriculum for our older students in this classroom. Community-based instruction may be divided into two areas of daily life: 1) vocational/work, and 2) independent daily living skills such as recreation, travel, and use of community facilities. By using CBI, Bright Futures Academy seek to provide students with access to less restrictive environments, normalize daily routine, and generalize skills across multiple environments.

The hallmark of the community-based approach is access to the real world. Students learn to shop, ride public transportation, attend movies, perform work, and socialize with others in the environments in which they will ultimately be asked to function rather than in an artificial controlled world of a special education classroom.

Students are given opportunities to participate in all activities in which they demonstrate an interest even though total independence may not be possible. Engineering the environment in order to encourage partial participation is an important part of the work performed by teachers and other professionals working with our students. In many cases, partial participation is shaped into fuller independent participation through the dual strategies of incidental teaching and prompt fading.

Last updated: 2/2/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	11
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 2/2/2021

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

Last updated: 2/2/2021

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 2/2/2021

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

Bright Futures Academy supports and encourages parent involvement. On an annual basis a variety of social activities, field trips, Open House, and parent teacher conferences are scheduled to support parental involvement. Social activities include Thanksgiving and Winter Holiday luncheons in which the families are invited to participate. Additionally, in order to faciliate generalization of behavior and academic instruction, parents have the opportunity to participate in parent trainings or view these later in webinars.

Additionally, teachers are encouraged to support parent involvement through the IEP process as well. Bright Futures teachers contact parents prior to IEP meetings to discuss goals and services. Bright Futures Academy seeks parent input in making decisions with regards to students. At least once a year through an IEP the parent can express their needs and educational concerns. During this meeting as well as weekly calls or emails to parents' weekly by the teaching staff parents are encouraged to visit their child's classroom regularly. Finally, the teaching staff are encouraged to communicate with parents to review weekly behavioral and IEP data on their child. BFA utilizes several systems to faciliate these conversations including Kickboard, Zoom, and Google classroom.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	--	--	--	--	--	4.70%	--	--	9.00%
Graduation Rate	--	--	--	90.10%	89.80%	91.70%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
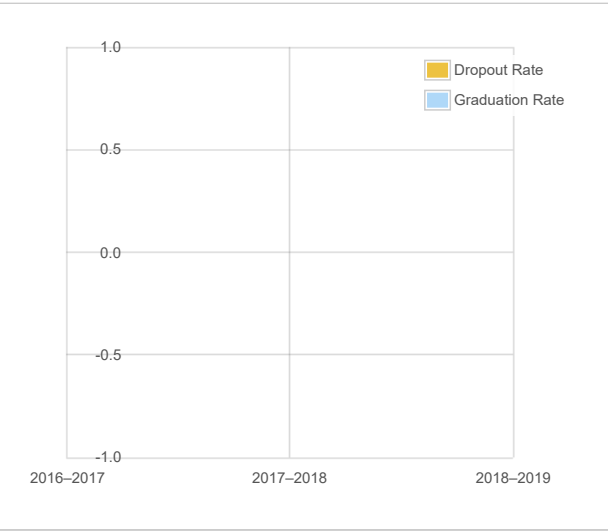
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	28.10%	27.30%	--	--	3.50%	3.50%
Expulsions	0.00%	0.00%	--	--	0.10%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	--	--	2.50%
Expulsions	--	--	0.10%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 2/2/2021

School Safety Plan (School Year 2020–2021)

A comprehensive Site Safety Plan has been developed and implemented at Bright Futures Academy for each school year. The Regional Site Team reviews annually staff, faculty and administration from both Riverside and Adelanto meet to establish new safety procedures if need be and update current safety protocol. The site Safety Plan has been developed to ensure a safe and consistent learning environment. The plan has been presented to all members of the staff for feedback and is enforced by all members of the learning community. Students are familiar with the plan through the beginning of the year safety training which include intruder on campus drills, lockdown procedures if intruders are on campus, anti-bullying assemblies, CHAMPS training three times yearly, and monthly practice with fire drills and van evacuation drills.

Discipline and behavior standards will be adhered to by all students and enforced consistently by all staff and faculty members. Bright Futures Academy implements CHAMPS as a proactive and positive approach to classroom management. All staff received training this past year on the use of restorative justice to assist students in resolving conflicts with peers and staff using proactive communication strategies. Restorative Justice models positive action through replacement of current unhealthy communication practices and changes behavior positively. Students are made aware of the school's disciplinary policies at intake and during semi-annual review and discussion of the BFA Parent/Student Handbook. Students earn positive incentives and rewards through the BFA point/level system for demonstrating appropriate behavior. When students commit offenses, it is the administrators' job to use reflective positive strategies to get students to think, act and feel. These strategies allow for the student to look at the behavior.

Suspension is utilized as appropriate when the behaviors are so extreme as to be disruptive to the school program and / or dangerous to other students or staff members as defined by Education Code, EC48900.

Behavior Emergency Reports (BER) / Incident Reports are completed when required for any form of restraint (escort, seated, wall, prone), elopement of campus, police Involvement, student injury, or any other serious incident as outlined in the master contracts. Reports contain information related to the student(s) involved, incident details, staff members involved, interventions utilized, student response to the interventions, details of restraint, parties notified (parents, district personnel) and any other relevant information. Reports are forwarded to appropriate district personnel as required. IEPs are scheduled to discuss events as requested or required.

Lastly, all staff members are required to attend a 16-hour crisis management training to assist them with challenging situations that can result in injury or harm if more restrictive interventions are not utilized. In addition, the school employs two full time Program Directors, three Behavior Intervention Assistants, two mental health therapists, and a Board-Certified Behavior Analyst to offer additional support and security to our employees and students.

Last updated: 2/2/2021

~~The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.~~

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	12.00	10	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	12.00	10	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	12.00	10	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Last updated: 2/2/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
Social Science	0.00	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/2/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	0.0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/2/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00

	Number of FTE* Assigned to School
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	73.00

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/2/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	$97548.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7750.12	$84577.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 2/2/2021

Types of Services Funded (Fiscal Year 2019–2020)

All students have access to daily academic, behavioral, and mental health support. Students have access to the computer lab for word processing and remitting math or English skills to support academic language. Teachers, the Board-Certified Behavior Analyst and administrators review each student records and work as a team to modify students' program to meet each student's needs. In the area of opportunities within the community our Transition Education Teacher is establishing relationships with community businesses for the purpose of providing student jobs in the community.
We are currently receiving funding for the following services:
-Daily Student Class Per Diem
-Instructional Aides
-Bus Aides
-Speech & Language Services
-Occupational Therapy
-Counseling Services
-Transportation curb to curb
-Occupational, Speech, and Behavior Assessments as agreed upon in the student's IEP

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,662	$52,484
Mid-Range Teacher Salary	$87,101	$81,939
Highest Teacher Salary	$116,826	$102,383
Average Principal Salary (Elementary)	$128,756	$129,392
Average Principal Salary (Middle)	$138,549	$136,831
Average Principal Salary (High)	$141,598	$147,493
Superintendent Salary	$260,000	$254,706
Percent of Budget for Teacher Salaries	37.00%	34.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
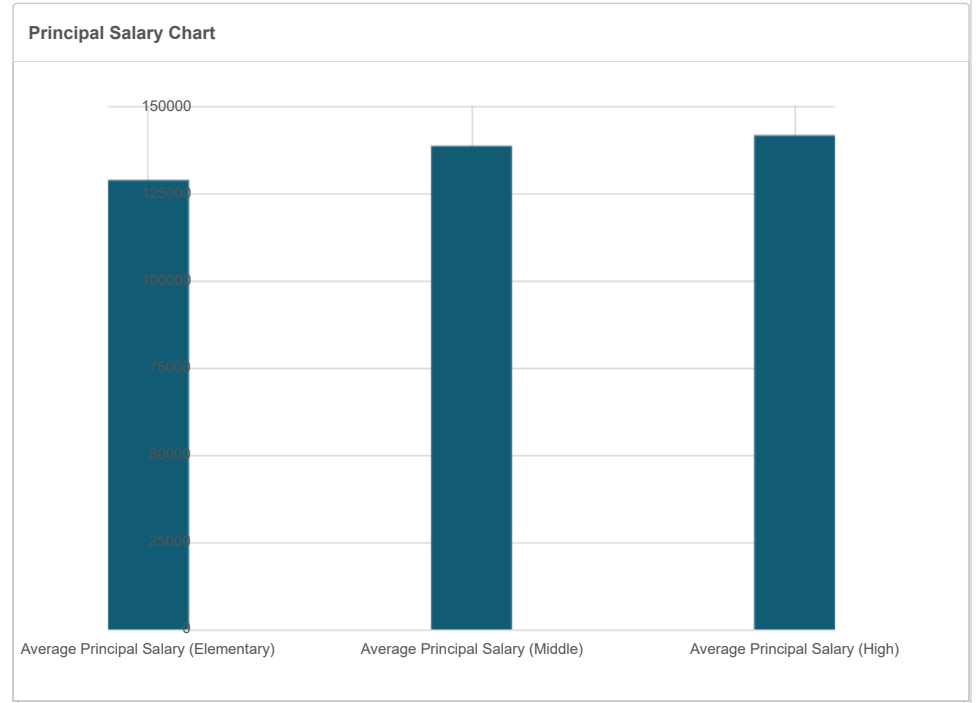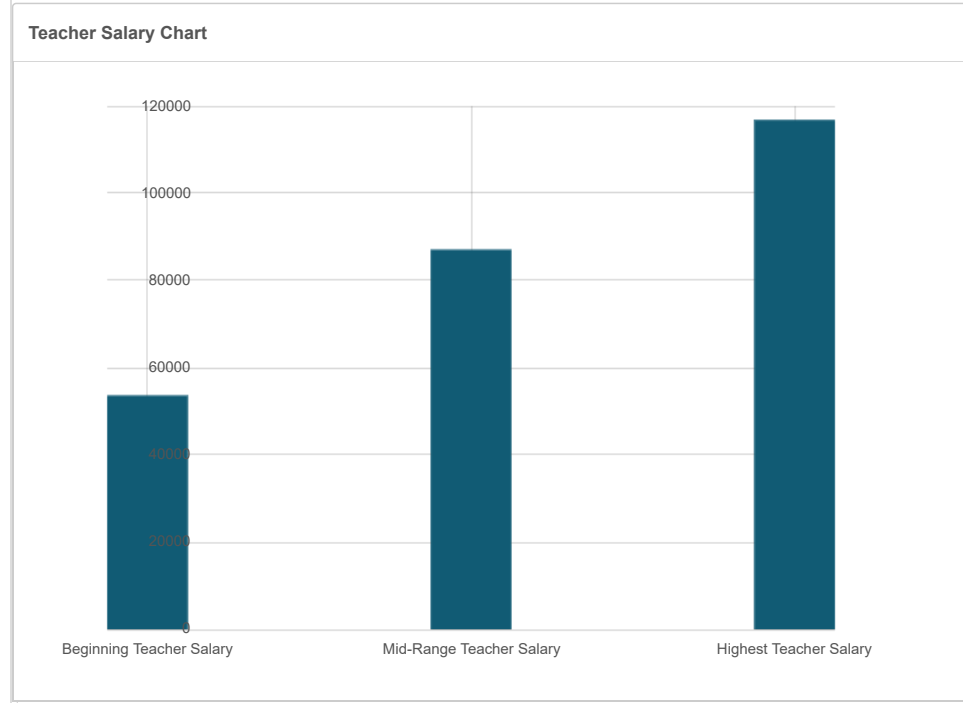
Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

*Where there are student course enrollments of at least one student.

Last updated: 2/1/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	20